

State Board of Education Presentation

Department of Education
December 8, 2008

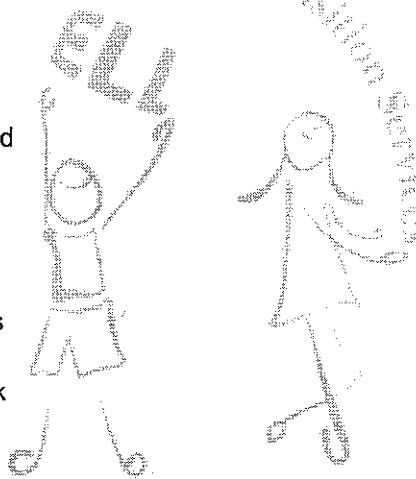


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Presentation Agenda

- Overview
- AZELLA
 - History
 - Technical Background
 - Data
- Task Force Update
 - Training
 - Verb Tense Activity
 - Anecdotal Comments
 - Implementation
 - Preliminary Feedback
- Success Story



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AZELLA

- Background
 - Necessitated for evaluation by Title III NCLB
 - Required by A.R.S.
- Purposes
 - Assessment of PHLOTE students
 - Program placement of non-proficient PHLOTE students
 - Tracking progress of English language proficiency
 - Reclassification of English Language Learners
 - Analysis of program effectiveness

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AZELLA

- The AZELLA is a Criterion-Referenced Assessment based on the ELP Standards
- Within the four subtests, the tests includes:
 - Multiple choice
 - Constructed-response
 - Short-response
 - Extended response
 - Oral Response

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AZELLA

- **Five Levels of Assessment:**
 - Pre-literacy - Kindergarten
 - Primary - First and second grades
 - Elementary - Third, fourth, and fifth grades
 - Middle Grades - Sixth, seventh, and eighth grades
 - High School - Ninth, tenth, eleventh, and twelfth grades
- **Five Domains**
 - Listening, Speaking, Reading, Writing, and Writing Conventions
- **Five Proficiency Levels**
 - Pre-Emergent, Emergent, Basic, Intermediate, and Proficient.

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Assessment History 2003-2004

- **Multiple assessments**
 - 1. Idea Proficiency Test (IPT); 2. Language Assessment Scales (LAS); 3. Woodcock-Munoz Language Scales (WMLS); 4. Woodcock Language Proficiency Battery-Revised (WLPB-R)
- **Multiple performance measures**
- **Incompatible sets of standards, benchmarks and performance indicators**
- **Data analysis was difficult**

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Assessment History

SELP (2004-2006)

- English Language Proficiency (ELP) Standards adopted on January 26, 2004.
- A single state-adopted ELL proficiency assessment is necessitated for evaluation by NCLB, adopted on March 29, 2004.
- SELP alignment to ELP Standards was the highest of the off-the-shelf assessment instruments (69%)
- SELP implementation began Fall 2004

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Assessment History

AZELLA Development

Deficiencies in SELP identified by federal government:

- Alignment to standards needed to be improved
- A pre-Reading and pre-Writing assessment needed to be added
- AZELLA AZ-1 form corrects these deficiencies

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Assessment History

AZ-1 – 2006 Milestones

- Alignment study of AZ-1 (87-89%)
- Field test
- Psychometric analysis of field test data
- Equated to SELP to maintain validity and reliability
- Standard setting/cut score development
- Statewide training

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Assessment History

AZELLA (2007-2009)

- AZ-1 continues as Arizona assessment
- Assessments scores reported directly into SAIS
- Early placement provided through hand-scoring
- Development of AZ-2 as a second form

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Academic Performance Standards

TEACHER: DEMO CLASS 34
SCHOOL: DEMO SCHOOL 114 612
DISTRICT: DEMO DISTRICT 2
GRADE: 4 AGE: 9 Yrs 8 Mos
TEST DATE: 09-26/2000 STUDENT NO: 0900145
OTHER INFO: OTHER
AZELLA LEVEL/FORM: Elementary A

Learner Snapshot

Overall, G4 scored a total of 64 points out of a maximum number of 100 points. This student's composite Performance Level is *Intermediate*. The narratives below describe this student's performance in the different content areas.

Total Deposits
Stated Every
523

Performance level	PE	E	B	I	P
				✓	

		Wks. Score Pre-Phase	Score Pre- Random	Scored Random	Performance Level		B	Narrative
					PE	EL		
SAS DATA	Listening	20	12	077		✓		The student is progressing the beginning level of comprehension. This student is able to identify main ideas, facts, details and inferences and is able to identify the author's purpose. This student is able to identify the author's purpose and is able to identify the author's purpose.
	Speaking	32	17	060	✓			The student is beginning to progress the beginning level of comprehension. This student is able to identify main ideas, facts, details and inferences and is able to identify the author's purpose. This student is able to identify the author's purpose and is able to identify the author's purpose.
	Comprehension (3 items & 10 items)	40	27	691	✓			The student is beginning to progress the beginning level of comprehension. This student is able to identify main ideas, facts, details and inferences and is able to identify the author's purpose. This student is able to identify the author's purpose and is able to identify the author's purpose.
	Oral Language Learning	52	29	682	✓			The student is beginning to progress the beginning level of comprehension. This student is able to identify main ideas, facts, details and inferences and is able to identify the author's purpose. This student is able to identify the author's purpose and is able to identify the author's purpose.
	Reading	20	15	079		✓		The student is beginning to progress the beginning level of comprehension. This student is able to identify main ideas, facts, details and inferences and is able to identify the author's purpose. This student is able to identify the author's purpose and is able to identify the author's purpose.
SAS DATA	Total Writing (Writing & Writing Comprehension)	38	20	685		✓		The student is beginning to progress the beginning level of comprehension. This student is able to identify main ideas, facts, details and inferences and is able to identify the author's purpose. This student is able to identify the author's purpose and is able to identify the author's purpose.

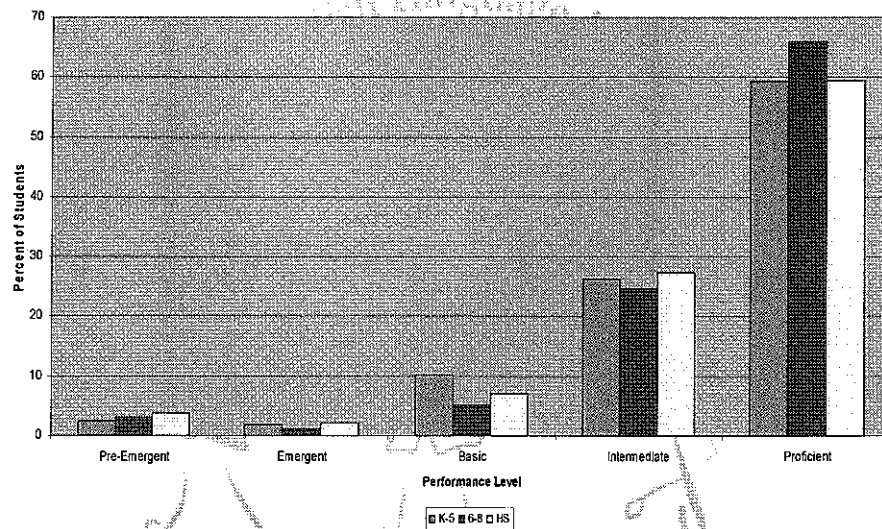
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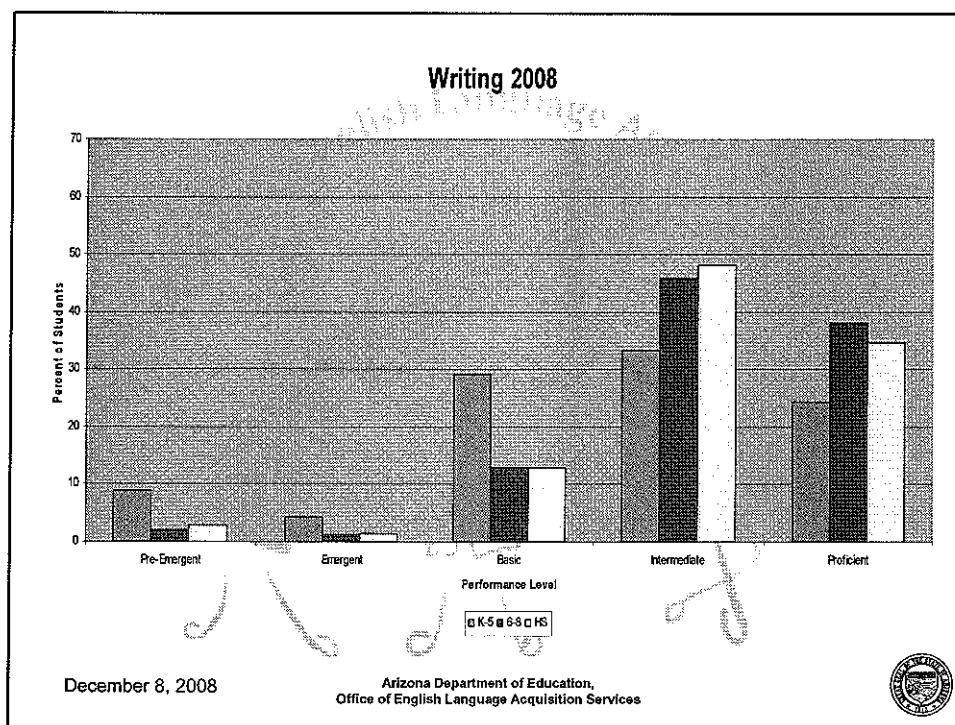
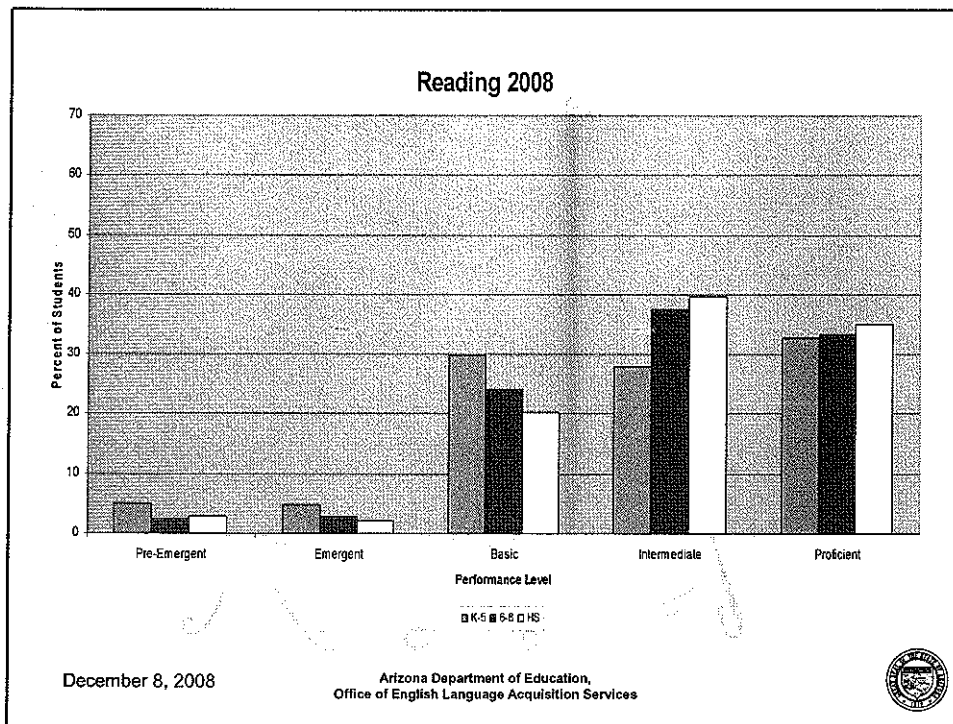
Oral 2008



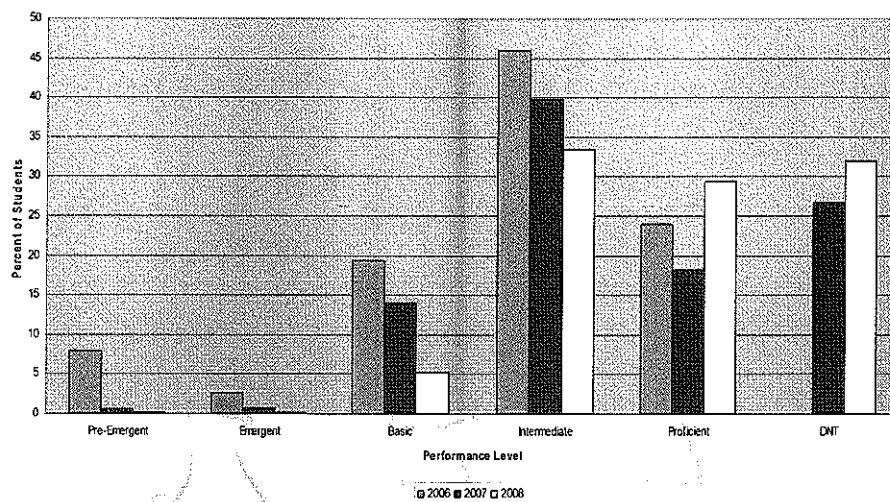
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Reclassification K-5

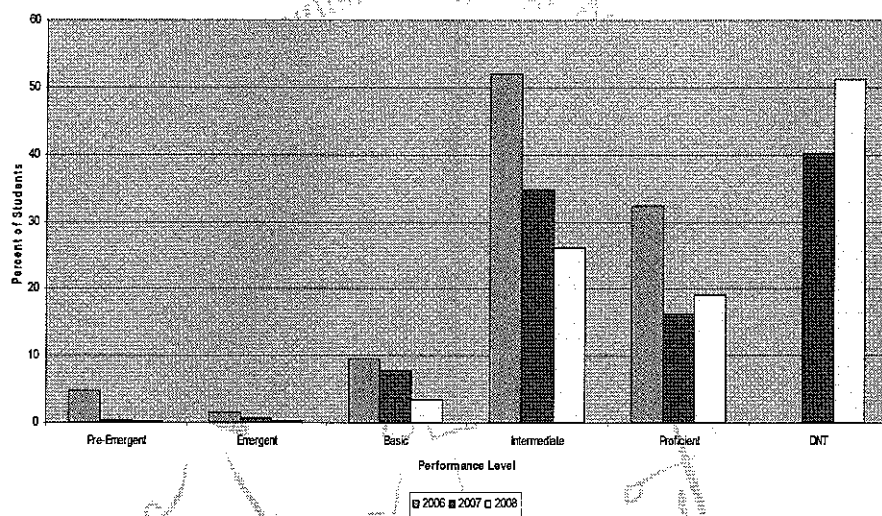


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Reclassification 6-8

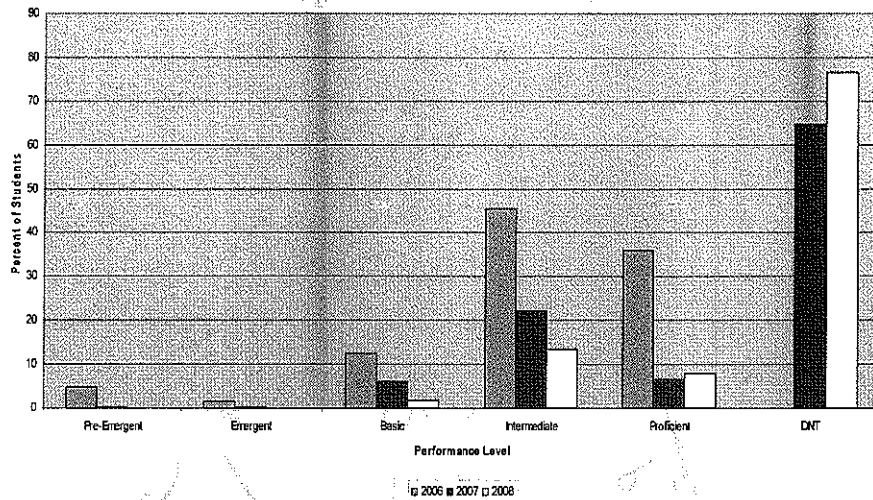


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Reclassification - High School



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Arizona ELL Factoids

After one year, 45% of Pre-Emergent ELL students move to Basic; 37% move to Intermediate for a total of 82% first year.

Intermediates - 62% of Intermediate students remain Intermediate after 1 year; 54% of Intermediate students remain Intermediate after 2 years.

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Program Placement

Structured English Immersion Classroom

- Key Components
 - Four hours of English Language Development
 - Students not mixed with non-ELLs
 - Students grouped by AZELLA proficiency levels
 - Highly Qualified SEI classroom teacher

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ELD instruction in the SEI classroom

- Instruction driven by ELP Standards and supported by Discrete Skills Inventory
- Explicit instruction in five elements of language: phonology, morphology, syntax, lexicon, and semantics. (Language Star)
- Time allocations in areas of Oral English and Conversation, Reading, Writing, and Grammar.

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SEI Teacher Training

- Round IIA (January 8 to September 25, 2008)
 - Educators trained by OELAS: **3000**
 - Training sessions/venues by OELAS: **75**
 - LEA training partnerships: **53**
 - Reported estimate of additional teachers to be trained through partnerships: **4100**
 - Evaluation ratings of OELAS training on five point scale: **4.5**

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Anecdotal Accounts from SEI Teacher Training

- Heard at the beginning of training session:
 - “What are we going to do with four hours daily of English Language Development instruction with these students?”
- Heard at the end of training session:
 - “How in the world are we going to teach all of this in just four hours of ELD instruction daily?”

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Anecdotal Accounts from SEI Teacher Training

- Educators participating in SEI teacher training were often skeptical and confrontational at the beginning of the training.
- After much intensive work on the part of the OELAS trainers and the participants, applause and standing ovations were observed.

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Anecdotal Accounts from SEI Teacher Training

- A paraprofessional in an SEI classroom asked a school official why it was that her daughter, who is not an ELL, was not receiving the kind of English language instruction as in the classroom where she worked.
- She stated that ELL students are receiving a higher level of instruction.

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Anecdotal Accounts from SEI Teacher Training

- Prospective teachers at several institutes of higher learning expressed the notion that the OELAS Round II training should be included as a part of the curricular plan of all Arizona teacher training programs.
- They emphasized the importance of the explicit teaching of English language grammatical structures.

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Verb Tense Activity

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Preliminary Notes From Monitoring 2008-2009

- Disconnect between district office and the classroom implementation of the models.
- Deep desire for more training from teachers; they want to implement the Task Force ELD model.
- Partial implementation; some good faith efforts are evident.
- Philosophical differences still impeding implementation. Districts continue with existing methodology.

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A Success Story in the Making

- Superintendent support and attendance at training
- District administrative support for planning and implementation
- Partnership with Arizona Department of Education for broad-based training
- Evidence of classroom use of ELP Standards and DSI

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